

THE WEEK



THE WEEK MAGAZINE
EDUCATION PROGRAM

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The Week at a Glance



5	Trump found to have committed wide-ranging fraud	News	Donald Trump defrauded banks and insurers for years by massively overvaluing his assets, a New York judge ruled this week in a decision that could cripple the former president's business empire.	Government Legal Studies Business
5	US gives protections to Venezuelans amide migrant surge	News	New-record migration levels strained America's immigration system, as the Biden administration announces a plan that would give 472,000 migrants from Venezuela authorization to work and protection from deportation.	Government Civics World Studies
6	Decorum: Does it matter what senators wear?	News	Last week, Senate Majority Leader Chuck Schumer (D-N.Y.) instructed the Senate's sergeant-at-arms to stop enforcing the chamber's unofficial dress code. Does it matter what Senators wear?	Government
7	Van Buren Township, Mich.: Walking the line	News	President Biden grabbed a bullhorn and voiced his support for striking autoworkers, becoming the first sitting president to visit a picket line.	Government Civics
20	Authors bring new AI copyright suit	Tech	George R.R. Martin, John Grisham, and Jonathan Franzen are the latest to sue OpenAI for copyright infringement, said Gael Fashingbauer Cooper in <i>CNET</i> .	Tech Civics

BRIEFLY: Quick Questions & Ideas To Engage Students

Los Angeles: Lights, camera, contract PAGE 7	<ol style="list-style-type: none"> 1. What do you know about the recent Hollywood writers' strike? 2. What terms were the writers asking for? 3. What were the causes and effects of the strike? 4. Would you characterize the strike as effective? Why or why not? 5. How, if at all, did the strike impact your life?
McConnell is not going anywhere PAGE 12	<ol style="list-style-type: none"> 1. What do you know about Senator Mitch McConnell and why he is in the news this week? 2. What is the point of view of the columnist in this article? 3. What evidence does she use to support her point of view? 4. Do you think there should be an age limit for political officials? Why or why not?
Debt: A dreaded moment for student-loan borrowers PAGE 33	<ol style="list-style-type: none"> 1. What do you think this article is about, based on its headline? 2. Why is this a "dreaded moment" for student loan borrowers? 3. How did President Biden try to use his executive power to forgive billions of dollars in student loan debt, and what was the result of that effort? 4. Why do you think people go into debt in order to attend college?

FEATURE OF THE WEEK: The Cover

Invite students to look at this week's cover and answer the questions.

1. Describe the illustration on this week's cover.
2. What story from this week's issue does the cover image represent? What political leaders are represented?
3. What do you think the illustrator's point of view is about this news story?
4. What techniques does the illustrator use to represent his or her point of view?

MAIN ACTIVITY OF THE WEEK #1: Based on the feature “World at a glance” (pp. 8 and 9)	
VOCABULARY	Nazi, constituent, militants, monks, ostensibly, incarcerated, rebel, indigenous, contested, contentious, rebellion, notorious, human trafficking, leftist, splinter faction, rogue, refuge. Expelled, corruption. perished
DISCUSSION	1. Which featured country would you most want to visit, and why? 2. Why is it important to know about events that are happening in other parts of the world?
DO	1. Draw a continuum with numbers from 1-10. Explain that the number 1 represents “strongly disagree,” and the number 10 represents “strongly agree.” Read the following statements, and ask students to stand by or mark the number that matches their opinions/feelings about each statement. “I know about issues that are happening in other parts of the world.” “I care about issues that are happening in other parts of the world.” “I should know and care about issues that are happening in other parts of the world.” Discuss students’ answers. What trends, if any, can students identify? If their feelings are representative of other kids their age, what story does that tell? What is that story’s positive or negative impact? 2. List the 12 places for this week’s featured stories on the board or an online slide. Ask students if they know current issues or news stories for any of the places. Then, read the headlines one by one and challenge students to match each headline to one of the cities. Invite students to check their answers on pp. 8 and 9. 3. Invite students to read all of the news stories and complete the following: (1) Write the causes and effects of one of the news stories along with its connection to their lives or to our country; (2) Summarize at least one connection among two or more stories, and draw conclusions about the significance, if any, behind the connection; (3) Choose one story that interests them most and write about why it interests them and its connection to their lives; or (4) Choose the story that most concerns them and explain why it concerns them and what they think should be done in response. 4. Give students ample time to complete their assignments. Invite students to share and discuss answers in small groups. 5. Repeat the continuum exercise and discuss reasons behind any changed results, if appropriate
EXTEND	Invite students to research news stories in 12 new places around the globe and develop their own customized “World at a glance” feature.

MAIN ACTIVITY OF THE WEEK #2: Based on several articles from throughout the issue	
VOCABULARY	limited government, republicanism, checks and balances, separation of powers, sovereignty
DISCUSS	1. Do you think the Constitution is still relevant today? 2. What, if anything, would you change or add to the Constitution?
DO	1. On separate flip chart papers or online slides, write each of the following terms: limited government, republicanism, checks and balances, separation of powers, and sovereignty. Invite students to do an in-person or virtual gallery walk and write what they know about each term on the related paper or slide. Review answers. Challenge students to identify what all of the terms have in common. Explain that these terms are known as the six big ideas in the United States Constitution. Ask students what they think is meant by the term “big idea.” 2. Direct student groups to create a three-column chart. In the first column, direct students to write the names of each of the six big ideas on separate rows. In the second column, challenge them to define each idea. In the third, challenge them to explain the reasoning behind each idea and its significance for the Founding Fathers. For example, checks and balances means that each branch of government (executive, legislative, and judicial) has the ability to restrain by amending or vetoing acts of the other two branches. The reason the Founders included it is to prevent one branch of government from gaining too much power. Give students ample time to complete the chart. They can learn more by visiting the interactive constitution at the National Constitution Center . Encourage each group to compare answers with another group. 3. Assign or allow each group to select one of the big ideas to research further. Challenge each group to conduct research and work together to identify the following: (1) where in the constitution their big idea can be found; (2) 1-3 events from U.S. history that brings their big idea to life; (3) an article in this week’s issue that relates to or exemplifies their big idea; and (4) why their big idea is still relevant today. Once they have completed their research, challenge students to compile it into an online slideshow using Google slides, Prezi, or another tool of their choice. 4. Invite each group to present its slideshow. Once all groups have presented, challenge students to reach consensus about which of the six big ideas is most relevant today, and why.
EXTEND	Invite students to read about the history of the U.S. Constitution by reading this article from the National Archives.

* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit www.theweek.com/teachers to see all our lesson guides.